

LET EVERYONE POINT UP

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Last year the **Commission XI** Directorate voted to focus each issue of **Eleven Update** on one of the themes of the 1994 ACPA Convention. The fall issue spotlighted assessment, this issue explores collaboration, and the spring issue will deal with learning environments.

The Directorate also voted to make collaboration a major goal of Commission XI during 1994-1995 in order to increase the visibility of two-year colleges within ACPA. Since an **Eleven Update** issue dealing with collaboration offers an irresistible opportunity to evaluate the effectiveness of Commission XI's collaborative overtures, here is an update on the Directorate's efforts to create collaborative efforts inside and outside of ACPA.

Commission XI sent letters to all ACPA commission chairs and program chairs in an attempt to increase the number of co-sponsored programs:
Result: Two co-sponsored programs at the 1994 Convention: one with Commission I, Administrative Leadership, and the second with Commission XI, Assessment for Student Development. In addition, three commissions added a two-year college component to a program their commission planned to sponsor at the 1994 convention, and one commission added a community college presenter to its national video conference.

Directorate members shared their concerns with the ACPA leadership about the lack of programs dealing with student development in two-year colleges at the 1993 ACPA Convention. *Result:* ACPA plans to sponsor a President's Forum in Indianapolis which will focus on student development in two-year colleges.

Commission XI surveyed major national student development organizations in relation to two issues: (1) the quantity and quality of support provided to two-year college professionals, and (2) their interest in collaborative ventures with Commission XI. *Result:* Commission XI members will present programs at 1994 NASPA and ACA conventions. In Indianapolis, Commission XI will present to the ACPA leadership a plan to increase ACPA services to two-year college professionals.

Commission XI members shared with the editorial boards of major organizations representing student development professionals their concern about the limited number of books designed to help the two-year college practitioner. *Result:* Jossey-Bass has tentatively agreed to focus one or more issues of the 1995 edition of *New Directions in Student Services* on two-year colleges.

I think you will agree that Commission XI is making some progress in its struggle to help the ACPA leadership value two-year student development practitioners, but much work remains to be done. As you read the articles on collaboration in this issue of **Eleven Update** and review the programs Commission XI plans to sponsor at the 1994 ACPA Convention, think about how to create collaborative programs on your campus and develop more alliances within ACPA to benefit student development practitioners in two-year colleges. Then make your plane reservations and join your Commission XI colleagues in Indianapolis. The weather may be cold, but the reception will be warm!

Maggie Culp
Chair, Commission XI

Collaboration: An Inside Out Point of View

Steven R. Helfgot, Ed. D.
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Cerritos College
Norwalk, California

It seems that those of us in community college student affairs work have been talking about collaboration—of one sort or another, with one name or another—for years, if not in fact for decades. One only needs to think back to the mid-70's that collaboration—there called consultation—was designated as one of the three major change strategies for implementing student development. Collaboration has been with us for a long time.

For all of that history, it seems that our viewpoint on collaboration has been one of looking "inside in." We have focused on collaboration within our own student affairs divisions, so as to bring all our resources together to meet student needs. We have focused on collaboration inside our institutions, on work with faculty to bring the formal education of the classroom and the informal education provided outside the classroom into harmony. We have worked at all kinds of collaborative efforts with the "instructional side of the house" so as to be able to attend to the goals of student development in the broadest sense. We have suggested that our collaboration should be a "natural" because the goals of student development and general education are one in the same. And of course, true to the essential core of our professional mission, we have collaborated with our students, worked as partners with them in the achievement of their goals.

This all has been and continues to be important work. Our efforts in all

these areas need to continue. However, given the reality of the community college world today, and for that matter the reality of the world at large, we need to focus on collaborative efforts that look inside out rather than (or perhaps in addition to) looking inside in.

There is a major assumption that underlies this suggestion. That assumption is that there is very little that we do that is "stand alone," very little that we do with and for students that does not involve other institutions and other organizational structures. Our students come from somewhere, and they are going somewhere when they finish their time with us. Thus to help insure their success—what many of us might consider our primary purpose—collaborating with them is not enough. We need to collaborate with those institutions from which they have come and with those institutions and organizations to which they will be going.

There is nothing revolutionary in this notion. It is just something about which we should think more, and to which we should, perhaps, devote more time, more attention and more resources. The following are thus suggested as "targets" for increased collaborative efforts:

- 1) Local feeder high schools as a rule do not get the attention they deserve from their local community college, and what attention they do get is rarely in the nature of collaborative efforts. There are recruitment activities of various sorts, and "events" of one kind or another to introduce potential

students to the campus. In the very good school/college relationships there are "2+2" and "Tech-Prep" programs in place. But what of collaboration where there are not imposed structures like Tech-Prep? Do our counselors meet regularly with high school counselors so that information about students, about requirements, about performance can be shared? And that information is shared is the college willing to make change to accommodate to what may be happening in the secondary school? With school reform on the agenda in many states, it is not unusual for colleges to need to get "up to speed" as significant changes are made in many high schools. Do senior managers in student services meet with high school principals on a regular basis so as to help assure that as many students as possible who need the community college will have the opportunity to attend? Are efforts made to make the transition from high school to the community college smooth and "seamless"? Are college staff present on the high school campus on a regular basis, known to students and staff and available to them? Do curricula articulate with clarity and without great gaps? Collaboration in its best sense can help us find the best answers to these questions.

- 2) We need to collaborate more

effectively with the **Four-year colleges and universities** to which our students transfer. This is not simply a matter of course articulation and transfer agreements. It involves such things as bringing our feeder high schools and local universities together, so that there is a greater awareness on the part of all about what the transfer process is really like for students. We in community colleges still are without a consensus as to how to define the transfer rate. Our critics, painting what is often a worst case scenario, suggest that it is awful; horror stories—often without any basis in fact—abound. Yet we know, and our colleagues at the universities know that transfer works, and often works very well. Collaborative programs, in which representatives of the community college and the university would together talk to groups of high school students (and parents) about the efficacy of the transfer option would well serve students, parents, the high school, the community college and the university. This is but one example.

- 3) **Local business and industry** needs to be our partner in a variety of endeavors. Collaboration with business is not just the “wave of the future,” it is what’s happening...right now. Local business is both a place from which many of our students come, and the place to which many of them go when they finish their community college education. Our

career programs have always been designed with the help of, and to met the needs of local employers. Today that is not enough. The worlds of education and work meet at a variety of different places. Employers are not just concerned about the technical skills taught in a particular program; they are concerned about “workplace literacy,” about basic communication skills, about human relations and interpersonal skills. Even more, business and industry understands that a student may go to work out of high school, return to the community college for more education, go back to work, return to the university and then go, again, back to work. What is needed to enter a particular field right from high school? When does one need to return to school in order to advance etc.? These are questions not just for the community college and their local businesses, but secondary schools and universities as well. What better institution than the community college, and who better than student affairs staff to bring all of these institutions and organizations together, to establish collaborative working relationships, even partnerships?

It is probably clear by now that looking at collaboration inside out is not simply a matter of looking at one external constituency. Secondary schools, local universities, the business community all need to be brought together, and the community college is the logical link between them. It should also be clear that

fostering and facilitating this kind of collaboration is not some casual new role for community college student affairs staff. These linkages are essential to our students and their futures. If we are to help them be successful in realizing their desired futures than collaboration...inside out collaboration is an essential role, a role of paramount importance.



What's Going On?

ACPA Updates

Membership Incentive Programs: A new membership campaign began in October. The campaign gives \$10 (Regular) or \$5 (Student) to each Commission, Standing Committee or State Division who has their group name written on a new member application.

The program was kicked-off with the development and distribution of new membership brochures to each group.

Journal of College Student Development is a bi-monthly journal providing practical articles, reports and book reviews. Three issues have been mailed since August.

Teleconferences - ACPA participated in a teleconference sponsored by NASPA - “**Building Partnerships for Community Service and Learning**”.

A Focus on Collaboration and Cooperation: Articulation As Seen Through The Practitioner's Eye

by Travis Spaulding, Ph.D.
Articulation Officer
Seminole Community College
Sanford, Florida

The idea for an Articulation Office at Seminole Community College (SCC) arose during annual Student Service Division strategic planning sessions for the 1987-1988 academic year. Counselors identified the following challenges at the College:

1. High school students lost time and money at SCC completing courses they should have taken in high school;
2. The State University System (SUS) advising information changed so quickly that it was becoming more and more difficult for counselors to remain up-to-date;
3. Many students, especially those who were first-generation-in-college or members of minority groups, were confused about the SUS transfer process and their rights as community college students; and
4. High school administrators, faculty, and counselors existed in isolation from their community college counterpart, and community college personnel likewise did not collaborate with their counterpart at the local university.

The Dean of Instruction and the Dean of Student Services worked together to create a job description and to identify funding sources for an Articulation Officer. With the support of the academic side of the house, the Dean of Students received instructional funds to turn a vacant part-

time counselor position into a permanent full-time Articulation Officer position.

An articulation officer was hired March 1, 1988 and the first articulation program in Florida, and most likely the nation, began.

In terms of across-campus involvement, the Articulation Office became one of the strongest "bridge" programs between Instruction and Student Services. A joint faculty-student development committee created the Articulation Officer's job description and conducted the search process to fill the position. Both faculty members and counselors trained the Articulation Officer, served in advisory capacities during the Office's first year of operation, and participated in major activities sponsored by the Office.

It is the Articulation Officer's responsibility, through collaboration and cooperation, to form linkages among students, institutions, curricula, and educators; providing the entire system with clearly defined paths which students may follow in the most efficient and expeditious way possible to achieve their educational goals.

The strategy for developing an articulation program became the three tiered approach: building linkages among the high school, community college, and university. The following is a brief program overview listing the most significant initiatives during the period 1988-1993 of the three targeted levels:

High School Articulation

- Developed single counseling contacts at each high school in the service area
- Surveyed high school students, faculty, and counselors to gain an understanding of student need
- Arranged a networking conference, "The Annual High School Counselor

Workshop"

- Wrote and distributed the High School Counseling Manual
- Arranged faculty-to faculty discipline specific meetings with high school, community college, and university faculty
- Developed a high school newsletter
- Negotiated and wrote Tech-Prep Advising Manual

Community College Articulation

- Advised approximately 300 students, with specific transfer problems, each year
- Wrote and distributed **Transfer Tips**, a quarterly advising newsletter
- Created and implemented "University Quest" (transfer day)
- Coordinated SCC's awarding winning "Co-Advisement" program
- Maintained the data base for the State On-Line Advising and Registration (SOLAR) system
- Provided counselor advising updates from the SUS and private colleges and universities
- Created and implemented the "Interaction" program (counselors interact with division and departments heads to learn about future curriculum changes and new programs)
- Arranged faculty visits to universities
- Wrote A.S. degree to baccalaureate degree agreements
- Wrote articulation agreements with private universities
- Wrote and maintained SCC's Interinstitutional Articulation Agreement
- Wrote and updated the

in-house Counselors' Advising Manual

- Wrote and updated Opening doors: The Transfer Handbook

University Articulation

- Coordinated all information flow from the universities to SCC through the Articulation Office
- Arranged and provided support for all student appeals contesting admission denials to the universities
- Arranged faculty-to-faculty workshops and conferences
- Worked closely with the universities' Directors' of Admissions and Community College Relations offices
- Served on the following state committees along with university and department of Education representatives: The SOLAR Advisory Committee, The Committee to Develop Articulation Accountability Measures, The Articulation Enhancement Task Force, and The Committee to Develop the Student Bill of Rights
- Attended all meetings of the "State of Florida's Articulation Coordinating Committee"

Research indicates that a satisfied customer shares his/her satisfaction with three other people, but a dissatisfied customer shares his/her dissatisfaction with up to ten people. During 1985, 1986, and 1987 student exit studies identified a growing dissatisfaction with the amount of credit lost when a student transferred from SCC to an SUS institution and a tendency for students to question their decision to begin their college careers at a two year institution. The investment in an Articulation Officer and an Articulation Office has significantly reduced student complaints, decreased student loss of credit when transferring to SUS institutions, increased the accuracy of advising and transfer information provided to students and faculty, and enhanced SCC's image among upper divi-

sion institutions. Records maintained by the Articulation Office assist SCC to identify problems early, seek reasonable solutions, and document accountability. For the past five years, faculty have consistently rated the Articulation Office as one of the top three offices's in Student Services...a real indicator of the program's importance and visibility on campus. The Articulation Office provided services that directly or indirectly impacted the life of every college credit counselor, faculty member, and student at SCC.

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Commission XI Activities at the 1994 Convention

Indianapolis is the place to be from March 6 through March 9 as Commission XI offers a rich array of learning experiences for two-year college professionals at the 1994 ACPA Convention.

On Sunday, March 5, new Directorate members join the Commission XI chair at 8 a.m. for breakfast and an introduction to the commission. From 9 a.m. to noon, the full Directorate meets to review 1993 achievements and expenses, define 1994 goals and objectives, identify threats and opportunities for Commission XI, assign responsibilities for 1994, and plan Commission XI's open meeting. After lunch, Directorate members join Commission XI members and guests from 1 p.m. to 4 p.m. for an innovative workshop entitled, "Look Who's Coming to College: Student Affairs and the New Majority."

On March 7, 8 and 9, Commission XI sponsors or co-sponsors eight workshops, each of which deals with a critical issue facing student development professionals in two-year institutions.

Collaborating to Reach the Minds of African-American Students - Pierre Edmonds

An Assessment of Community Col-

lege Student Problems: Have They Increased in Severity - Kenneth Coll

Outcomes Assessment: Suggestions for Two-Year College Administrators - Tom Walter

Measuring the Personal and Social Growth of Students - Susan Salvador

Community College Learning Environments: Preparing Learners for the Knowledge Society - Fiona MacKinnon-Slaney

Collaborating to Remove Barriers to Student Learning - Robert Caruso

Collaborative Recruitment and Retention: Transitioning from the Community College to the University - Gaynelle Hayes

Opportunities for New and Continuing Professionals at Two Year Colleges - Mathieu Moreau

Immediately following the Commission Carnival on Monday, March 7, commission members and their guests have an opportunity to meet and mingle at the Commission XI open house from 7 p.m. until 8 p.m.

Continuing with the theme of collaboration, Commission XI plans to share a hallway bar with several other commissions in order to reduce costs and increase traffic flow.

Tuesday afternoon at 3:30 p.m. Commission XI holds its open meeting and awards ceremony in Room 202 of the Convention Center. This meeting provides a once-a-year opportunity for all members to share their time and talents with colleagues from across the nation. During this meeting Commission XI members finalize 1994 goals, assign responsibilities, recognize retiring Directorate members, and identify the major issues facing student development practitioners in two-year institutions.

March 6-9, 1994: four days that can make a difference in the life of every student development professional in two-year colleges — if they spend them at the 1994 ACPA Convention in Indianapolis!

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ACPA Commission XI Directorate - 1993 - 1994
Student Development in Two Year Colleges

Name	Special Assignments	Term Expires	Name	Special Assignments	Term Expires
Marguerite Culp Seminole Community College 100 Weldon Blvd. Sanford, FL 32773-6199 (O) 407-323-1450 (Ext. 369) (H) 407-322-1668 FAX 407-644-7822	Commission Chairperson	1996	Clydia Case Director of Counseling Independence Campus of Metropolitan Community Colleges 600 West Mechanic Independence, MO 64050 (O) 816-655-6111	Membership Committee Chair	1994
Victoria Nanos Seminole Community College 100 Weldon Blvd. Sanford, FL 32773-6199 (O) 407-323-1450 (Ext. 366) FAX 407-644-7822	Newsletter Editor		Dr. Larry Chapman Dean of Student Services John A. Logan College Carterville, IL 62918 (O) 618-985-3741 (Ext. 220) (H) 618-985-2494		1996
Nancy A. Tyler Mott Community College, 1401 E. Court Street Flint, MI 48503 (O) 313-762-0111 ("Office receptionist") (O) 313-762-0371 ("direct/voice mail") (H) 313-636-7078 FAX 313-762-0257	Past Chair	1994	Dr. Kenneth Coll Assistance Professor Ed. Psych and Counseling P.O. Box 3374 University Station University of Wyoming Laramie, WY 88270 (O) 307-766-2369 (H) 307-742-5281	Research Chair	1996
Joan Barnard Counselor Macomb County Community College 14500 Twelve Mile Road Warren, MI 48093-3896 (O) 313-445-7165 3248 Woodside Court Bloomfield Hills, MI 48013 (H) 313-642-7860 FAX 313-445-7140		1995	Mary Darin Richland College 12800 Abrams Road Dallas, TX 75243		1995
Dr. Jack Becherer VP for Student Development Moraine Valley CC 10900 S. 88th Avenue Palos Hills, IL 60645 (O) 708-974-5209 (H) 708-416-0239 FAX 708-974-5269	Covention Program Co-Chair	1996	Wanda Fulbright Dennis Mt. San Antonio Community College 1100 North Grand Avenue Walnut, CA 91789 14921 Brighton Court Fontana, CA 92336 (O) 714-594-5611 (Ext. 4385/4381) FAX 714-594-7661		1995
Nancy Bentley 24 West Shore Drive Grayslake, IL 60030 (O) 708-223-6601 *College closed Friday's in Summer	ACPA State Division Liaison Convention Program Co-Chair	1994	Ralph Ford Director of Admissions and Guidance Monroe County Community College 1555 S. Raisinville Road Monroe, MI 48161 (O) 313-242-7300	Marketing Committee Co-Chair	1994
Henry "Hank" Buskey Prince George's Community College Largo, Maryland 20772 (O) 301-322-0828		1994	Mary Ann Frost Director of Student Services Owens Technical College Findley, OH 454840 (O) 419-423-6827	Marketing Committee Co-Chair	1994

ACPA Commission XI Directorate - 1993 - 1994 (continued)

Name	Special Assignments	Term Expires	Name	Special Assignments	Term Expires
Dr. Gaynelle Hayes VP of Student Development Galveston College 4015 Avenue Q Galveston, TX 77550 (O) 409-763-6551 (Ext. 205) (H) 409-744-8015		1996	Diana B. Newman Director of Career Center Southwest Virginia Community College Box SVCC Richlands, VA 24641 (O) 703-964-7391 Direct Number/Voice Mail messages Route 2, Box-A Lebanon, VA 24266 (H) 703-889-2600/Direct Home Number/Mail messages FAX 703-964-9307		1995
Alice Headley Counselor for Special Services Northern Virginia Community College 3001 N. Beauregard Street Alexandria, VA 22311 (O) 703-845-6088		1994			
Steve Helfgot Cerritos College Norwalk, CA 90650 (O) 310-860-2451	Representative/ ACPA Governance Task Force	1994	Shirley Perry Dean of Student Services and College Development Mohegan Community College Mehan Drive Norwich, CT 06360 (O) 203-886-1931		1994
Carolyn Kalil El Camino Community College Torrence, CA 90506 (O) 310-532-3670		1995			
Ervina Miller Northern Virginia Community College 15200 Nebasco Mills Woodbridge, VA 22191 (O) 703-670-2191		1995	Dr. Mike Rooney District Coordinator Maricopa CC District Phoenix, AZ		1996
Susan Montesi Director of Enrollment Services A-108 Delta Community College University Center, MI 48710 (O) 517-686-9325 (H) 517-835-9473 FAX 517-686-8736	Liaison/ACJA League for Innovation	1995	Dr. Charles Taylor VP for Student Services Kellogg Community College 450 North Avenue Battle Creek, MI 49017 (O) 616-965-3931 (H) 616-963-9179	EAE0 Issues	1996
Elizabeth Moore Director of Black Student Support Services Minneapolis Community College 1501 Hennipen Avenue Minneapolis, MN 55403 (O) 612-341-7065		1994	Dr. Mark Von Destinon Dean of Students Chocise College 901 North Columbo Sierra Vista, AZ 85635 (O) 602-458-7110 (H) 602-323-6381	EAE0 Issues	1996
Mr. Mathieu Moreau Student Development Specialist Edison State CC Piqua, OH 45356 (O) 513-778-8600 (Ext. 368) (H) 513-399-5618	Membership Comm. Co-Chair	1996	on/ACPA-LST		

ELEVEN UPDATE

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Newsletter of Commission XI
Student Development in
Two-Year Colleges
American College Personnel
Association

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sion XI of the American College
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butions to the winter issue should
be submitted to the
editor by March 10,
1994.



Your Convention Checklist Indianapolis - March 6 - 9, 1994

Sunday, March 6

- ☐ *Commission XI Directorate Meeting*
Westin, Boardroom, 8:00 - Noon
- ☐ *Pre-Conference Workshop: Look
Who's Coming to College: Student
Affairs and the New Majority*
Convention Center 102, 1 p.m. - 4 p.m.

Monday, March 7

- ☐ *Collaborative Recruitment and
Retention: Transferring from
Community College to the University*
Convention Center 207, 8:00 - 9:15 a.m.
- ☐ *Opportunities for New and Continuing
Professionals at Two-Year Colleges*
Convention Center 112, 11:00 a.m. -
12:15 p.m.
- ☐ *An Assessment of Community College
Student Problems: Have They In-
creased in Severity?*
Convention Center 205, 11:00 -
12:15 p.m.
- ☐ *Commission XI Reception*
Convention Center 117, 7:00 - 8:00 p.m.

Tuesday, March 8

- ☐ *Community College Learning Envi-
ronment: Preparing Learners for the
Knowledge Society*
Convention Center 102, 8:00 - 9:15 a.m.
- ☐ *Collaborating to Remove Barriers to
Student Learning: Applying Technol-
ogy to Registration and Advisement*
Westin, Congress 1 & 2, 11:00 -
12:15 p.m.
- ☐ *It's Easy! Measuring the Personal and
Social Growth of Students*
(Co-sponsored by Commission IX)
Westin, Cabinet, 12:30 - 3:15
EXTENDED LENGTH
- ☐ *Commission XI Open Meeting*
Convention Center 202, 3:30 - 4:45 p.m.

Wednesday, March 9

- ☐ *Outcomes Assessment: Suggestions for
Two-Year College Administrators*
(Co-sponsored by Commission I)
Westin, Senate 2, 8:00 - 9:15 a.m.
- ☐ *Collaborating to Reach the Mind of
African American Students*
Westin, Senate 1, 9:30 - 10:45 a.m.



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